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**EUROPE**

**Le Var Supérieur.** Étude de Géographie Physique. Par Jules Sion, Docteur ès lettres. xi and 96 pp., 8 illustrations, and bibliography with 72 entries. Armand Colin, Paris, 1909. Frs. 3.

The Var is a relatively small river draining the French slope of the Maritime Alps and emptying into the Mediterranean a few miles from Nice. After elucidating the structure of the district the author discusses the development of the upper valley of the Var. Its abrupt turn from a southerly to an easterly course he finds is due to the capture by the latter of the former section of the river, originally draining to the west. Subsequent chapters are devoted to a discussion of the terraces of the Var followed by a description of the present valley system. The final chapter treats of the deforestation of the area, begun on a large scale in the sixteenth century but mainly practiced during the lawless period of the French Revolution. The result is only too evident in the bareness of the slopes and the washing away of the soil, conditions which the Service du Reboisement, instituted in 1882, finds difficult to remedy, as the Service is forced to purchase the desired territory piecemeal of its present owners, who are almost rendered destitute by thus being deprived of the pastures for their flocks on which they depend for their subsistence.

W. L. G. J.

**EDUCATIONAL GEOGRAPHY**

**Broad Lines in Science Teaching.** Edited by F. Hodson, Ph.D., B.Sc., with an introduction by Prof. M. E. Sadler, M.A., LL.D. xiv and 267 pp. The Macmillan Co., New York, 1910. \$1.25.

The book includes twenty-one chapters devoted to varied phases of science teaching. Among general problems considered are the following: The Place of Science in the School Curriculum, The Place of Hypotheses in Science Teaching, The Claims of Research Work and Examinations, Science Teaching and the Training of the Affections, Science Teaching and a Child's Philosophy. The special subjects considered are Nature Study, Biology, Hygiene, Mathematics, Physics, Geography, History, Economic Science, Domestic Science, Chemistry, Agriculture, Engineering and Physics.

The volume is a symposium of expert opinions and in consequence the ideals and principles proposed in the several chapters seem to lack a certain advisable unity of aim. In spite of this lack, which is felt sharply in certain chapters, the book is most suggestive, even to a specialist in one field. In general, the authors agree in advocating that science in schools should be closely related to daily life—a point of view that has been much discussed in America in recent years and which has been most effectively promoted by teachers of physics.

The special chapter on geography teaching is not particularly suggestive as it does not consider the larger problems of how to teach geography to children. It advocates an early emphasis of physiography in the English sense, followed by regional geography in which the physical features receive proper attention in a causal order. As a field of work for secondary pupils, this phase of geography teaching has been much neglected in American schools and is just beginning to receive some attention. The chapter in question, however, adds little that will help in a better formulation of real geography in secondary schools, and is too general in tone to be really constructive.

R. E. DODGE.